

MANUAL  
FOR  
ADMINISTRATION  
of the  
R.E.L.A.

RECEPTIVE EXPRESSIVE LANGUAGE ASSESSMENT  
FOR  
THE VISUALLY IMPAIRED 0 - 6  
July, 1979

Developed by:

Gloria M. Anderson, M.A. - C.C.C. Speech Pathology  
Annette M. Smith, M.A. - C.C.C. Speech Pathology



Dr. Donald Shebuski  
Superintendent

Dr. David L. Haarer  
Assistant Superintendent  
Special Education

Kenneth J. Woodring  
Director of Special Programs and Services  
Special Education

LB 1131  
An 23  
1979

Ingham Intermediate School District is an Affirmative Action/Equal Opportunity District

Complimentary Copy

LB1131

An23

# Manual for Administration

of the

## R.E.L.A.

RECEPTIVE EXPRESSIVE LANGUAGE ASSESSMENT

FOR

THE VISUALLY IMPAIRED 0-6

**INSIGHTS**

Developed by:

Gloria M. Anderson, M.A. - C.C.C. Speech Pathology.

Annette M. Smith, M.A. - C.C.C. Speech Pathology

## TABLE OF CONTENTS

General Instructions . . . . .	1
Instructions for RELA Kit Assembly - Set 1 . . . . .	i-iv
Set 2 & 3 . . . . .	v
Level I Receptive . . . . .	4
Level I Expressive . . . . .	5
Level II Receptive . . . . .	7
Level II Expressive . . . . .	10
Level III Receptive . . . . .	13
Level III Expressive . . . . .	15
Level IV Receptive . . . . .	18
Level IV Expressive . . . . .	20
Level V Receptive . . . . .	24
Level V Expressive . . . . .	25
Level VI Receptive . . . . .	27
Level VI Expressive . . . . .	30

BF 4/31  
AN 23  
copy one

The RELA is an experimental diagnostic test. It is to be used, as all testing materials, in conjunction with other evaluative procedures. Observation of the child in his/her natural environment should be a part of the evaluation process. For program planning a TEACHER OF THE SPEECH AND LANGUAGE IMPAIRED should be consulted to interpret the results after the RELA has been administered (if it is administered by the classroom teacher).

Language acquisition is a most complex area of development and should receive careful consideration and program planning during and following formal or informal testing measures.

Gloria M. Anderson

Annette M. Smith



## GENERAL INSTRUCTIONS

The RELA has been specifically designed for use with visually handicapped preschoolers (infancy to six years) as a measure of receptive and expressive language. The scale follows a developmental hierarchy of language acquisition based on "normal" childhood development. Questions included under the "receptive" category require the examinee to demonstrate understanding of auditory comprehension with minimal verbal responses. Questions included under the "expressive" category require the examinee to generate verbal responses to the examiner's questions. Responses range from single words to complex sentences when the child's ability allows.

### Administration

The examiner must become familiar with the test kit, score booklet and manual prior to the administration of the scale due to the quantity and variety of materials at each age level. All directions are briefly stated in the score booklet and completely outlined in the Manual for Administration. Materials needed for each question are indicated in the test booklet and the manual. Each Plate is numbered and labeled on the back side of each masonite board.

Each scale is begun by administering the questions at an age level slightly below the child's ability. If the child misses a question, the examination has begun at too difficult a level. In such a case, drop back in the scale until the child passes all questions at one age level. This is the child's basal age. Test forward from this point. If the child passes any questions at one age level, the following age level must be administered in full. The scale is discontinued at the point where the child fails all the questions at one age level. This is the child's ceiling age. Each response should be recorded verbatim to allow for accurate scoring on the line provided to the right of the number. These are your work lines.

### Description of Materials

The examiner must become familiar with the test booklet and manual prior to administering the test due to the quantity and variety of materials. All directions for administration correspond to the numbered questions in the score booklet. The materials needed for each question are listed in the manual along with the procedure to be followed and the scoring criteria for each.

The RELA test kit includes two of the three sets of materials which are needed for the test administration. These sets include the following:

#### Set I

Plate I = cup, spoon, shoe  
II = ball, fork, plate  
III = glass, toothbrush, comb  
IV = toothpaste, washcloth, block  
V = spoons  
VI = dowels  
VII = blocks (big & little)  
VIII = blocks (2)  
IX = cylinders (2)  
X = blocks (3)  
XI = cylinders (3)  
XII = blocks (4)

The Plates are masonite boards with objects attached in a fixed order. Each Plate is labeled on the back side. Placement of the board in front of the subject, as well as the exploration procedure, is described for each question which utilizes a Plate in the manual.

### Set II - Loose Materials

2 cups  
1 texture disc  
knife, fork, spoon  
soap and washcloth  
box, button, 2 marbles, key  
rattle  
3 blocks  
cassette tape with recorded song  
    & environmental sounds  
bowl, plate  
shoe  
ball  
comb

### Set III - Additional Materials

Due to the bulk in packaging, cost, or perishability of objects, it is necessary for the examiner to provide some additional materials. Many are consumable and more than one of each may be necessary if a number of children are being tested on one day. The list of additional materials includes:

cassette tape recorder  
fuzzy, stuffed animal  
apple  
banana  
cookie  
juice  
toy drum and beater  
watch  
1 glass (made of glass)  
articles of clothing:  
    dress  
    shirt  
    pants  
    coat  
    socks  
    underpants  
    mittens (or sweater in warm climate)  
    baseball hat  
pencil  
table  
chair  
floor (rug?)

### Scoring

To score the RELA score 1 point for each test question passed. Indicate by a + mark for pass and a - mark for a fail on the response line to the left of the number. The basal age for each section is entered on the score sheet under Correct Responses. Record the number of questions passed at each succeeding

level. The test questions are weighted and vary within and between the age levels and categories. Multiply the number of correct responses (+) passed by the designated month credit.

Those questions at the Receptive Level I multiply by a credit of 2 months. Receptive Level II and III multiply by a credit of 1 month. Receptive Level IV multiply by a credit of 1.2 months. Receptive Level V multiply by a credit of 1.5 months. Receptive Level VI multiply by a credit of 0.5 months. These questions at the Expressive Level I and II multiply by a credit of 1.2 months. Expressive Level III multiply by a credit of 1 month. Expressive Level IV multiply by a credit of 0.5 months. Expressive Level V and VI multiply by a credit of 0.75 months.

The resulting sum is added to the basal age for each section. These age totals for both the Receptive and Expressive Language scales represent the equivalent language ages for each area.

The Expressive Language and Receptive Language age can be compared by converting each to a language quotient. To convert age to the quotient, divide each by the chronological age and multiply by 100 ( $RQ = RLA \div CA \times 100$ ;  $EQ = ELA \div CA \times 100$ ). The composite language age can be obtained by averaging the Receptive and Expressive Language ages ( $RLA + ELA \div 2$ ). To obtain a Language Quotient use the same formula ( $LQ = LA \div CA \times 100$ ).



Digitized by the Internet Archive  
in 2013

<http://archive.org/details/manualforadminis00glor>

## INSTRUCTIONS FOR R.E.L.A. KIT ASSEMBLY

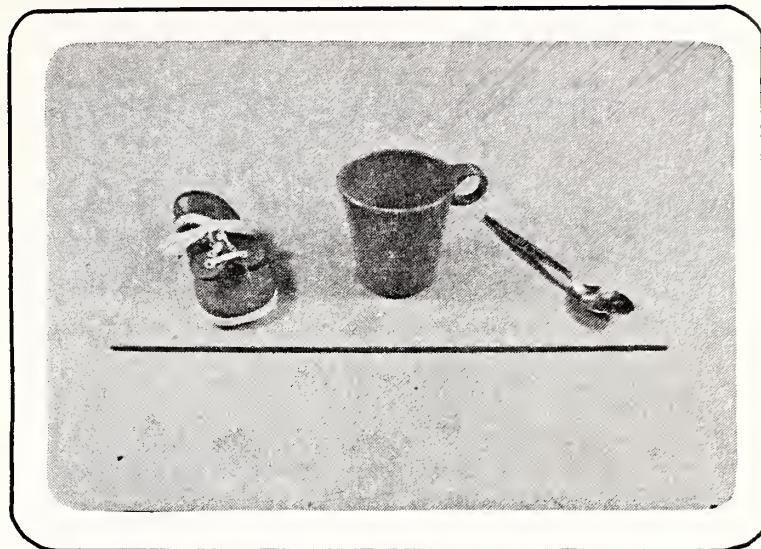
It is suggested that the objects may be fastened to the masonite board with either glue or wood screws.

### SET I - R.E.L.A. PLATES

#### Plate I

15" x 6" x 1/4" masonite board.

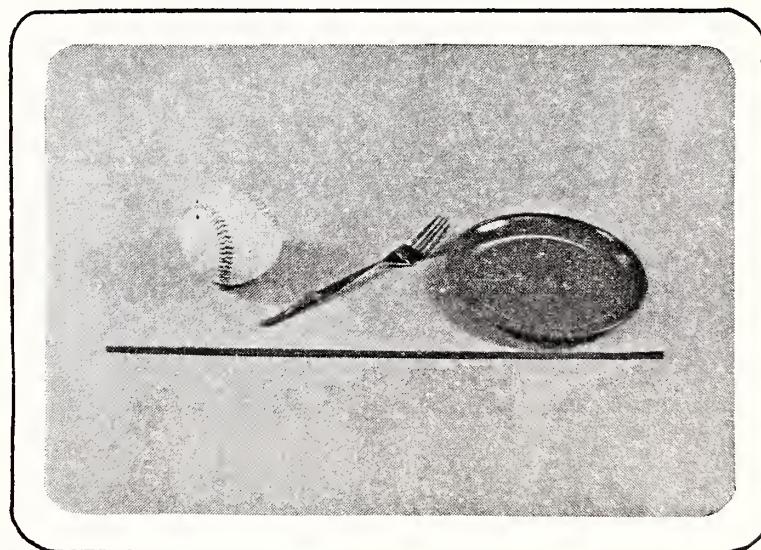
Begin on the left side of the board and mount an infant sneaker, adult cup and a teaspoon. Space objects evenly apart.



#### Plate II

15" x 6" x 1/4" masonite board.

Begin on left side of board and mount a hard baseball, adult dinner fork and a salad plate. Space objects evenly apart.



#### Plate III

15" x 6" x 1/4" masonite board.

Begin on left side of board and mount a plastic 5 oz. cup, an adult toothbrush and an adult plastic comb. Space objects evenly apart.

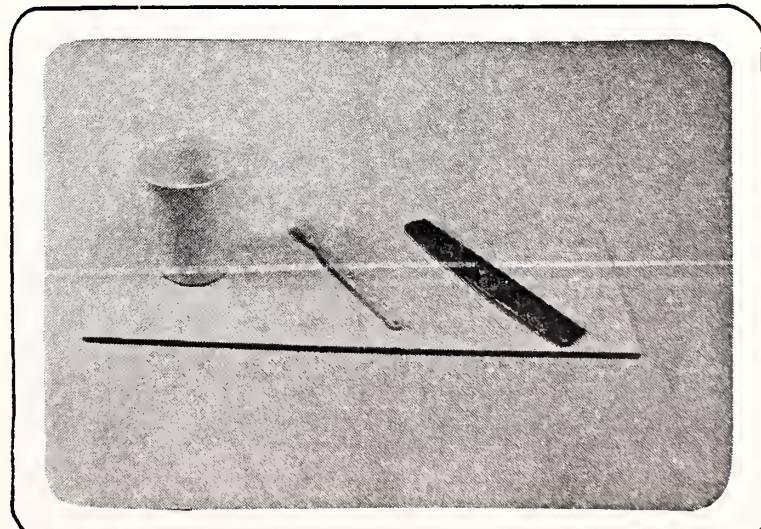


Plate IV

15" x 6" x 1/4" masonite board.

Begin on left side of board and mount a small tube of toothpaste, a full size washcloth and a 2" x 2" x 2" wooden block.

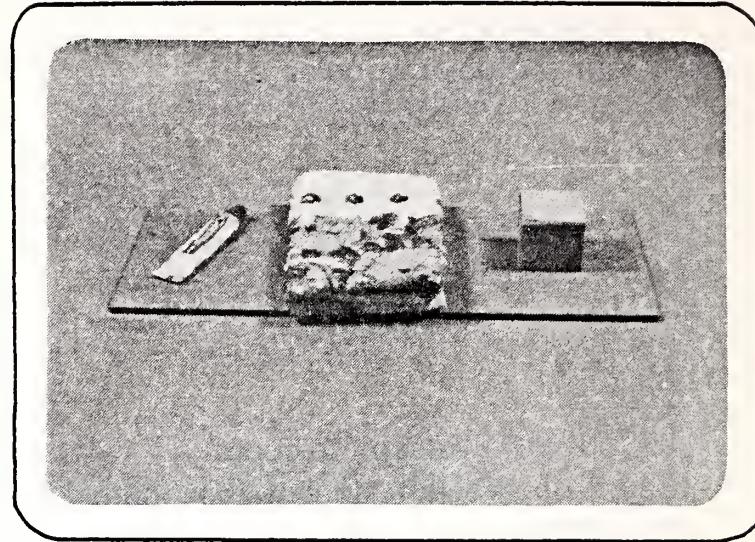


Plate V

15" x 6" x 1/4" masonite board.

Begin on left side of board and mount a tablespoon, a child's spoon and a teaspoon. Space objects evenly apart.

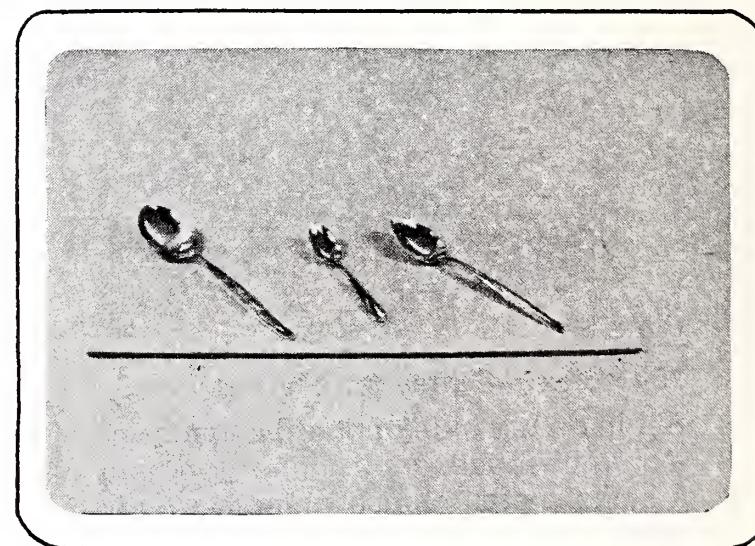


Plate VI

15" x 6" x 1/4" masonite board.

Mount horizontally a 15 1/2" x 1/4" dowel and a 5 1/2" x 1/4" dowel. Space dowels evenly apart.

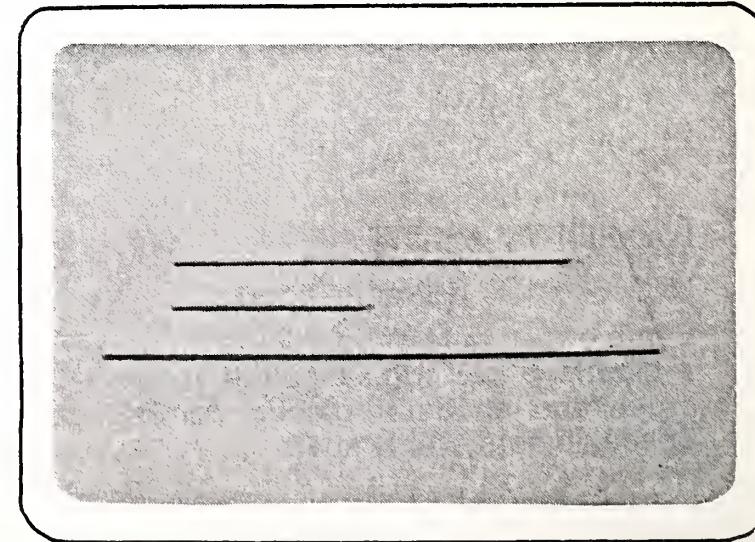


Plate VII

8" x 3" x 1/4" masonite board.

Begin on left side of board and mount a 1" x 1" x 1" wooden block and a 2" x 2" x 2" wooden block. Space blocks evenly apart.

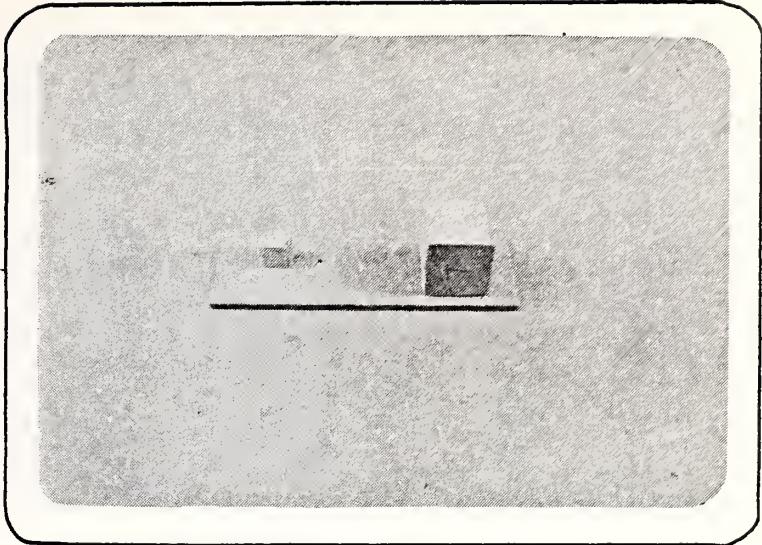


Plate VIII

8" x 3" x 1/4" masonite board.

Begin on left side of board and mount two 1" x 1" x 1" wooden blocks. Space blocks evenly apart.

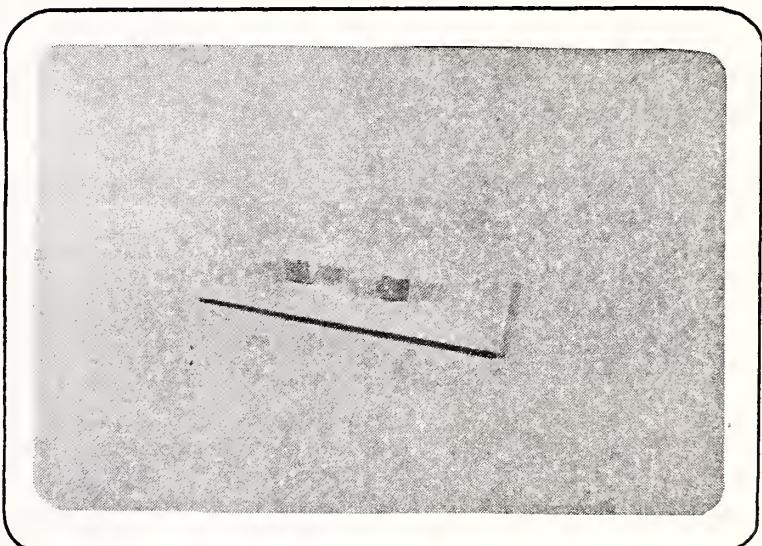


Plate IX

8" x 3" x 1/4" masonite board.

Begin on left side of board and mount two 1" x 1" cylinder-shaped dowels. Space dowels evenly apart.

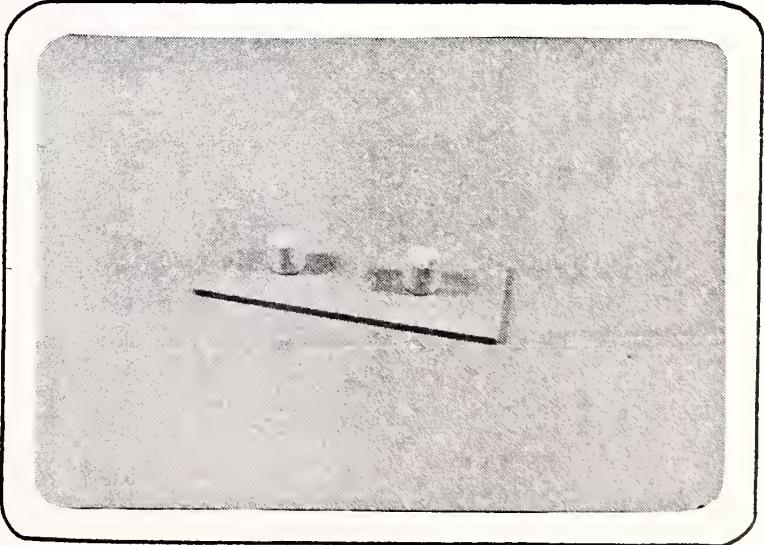


Plate X

8" x 3" x 1/4" masonite board.

Begin on left side of board and mount  
three 1" x 1" x 1" wooden blocks.  
Space blocks evenly apart.

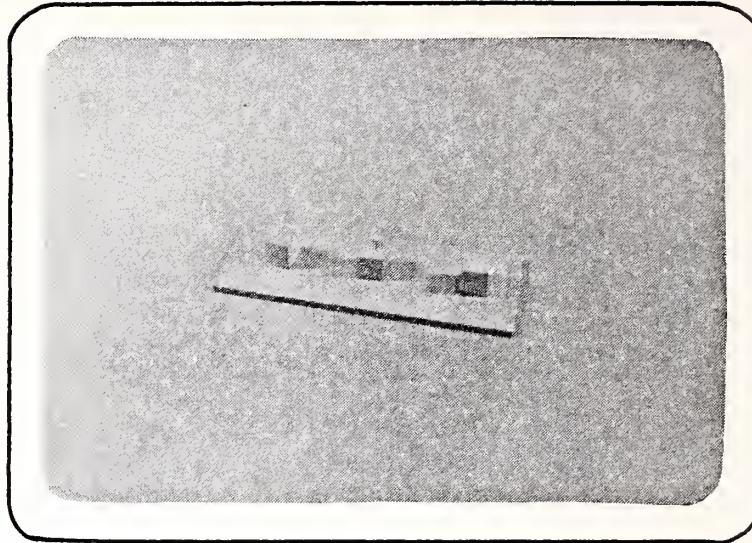


Plate XI

8" x 3" x 1/4" masonite board.

Begin on left side of board and mount  
three 1" x 1" cylinder-shaped dowels.  
Space dowels evenly apart.

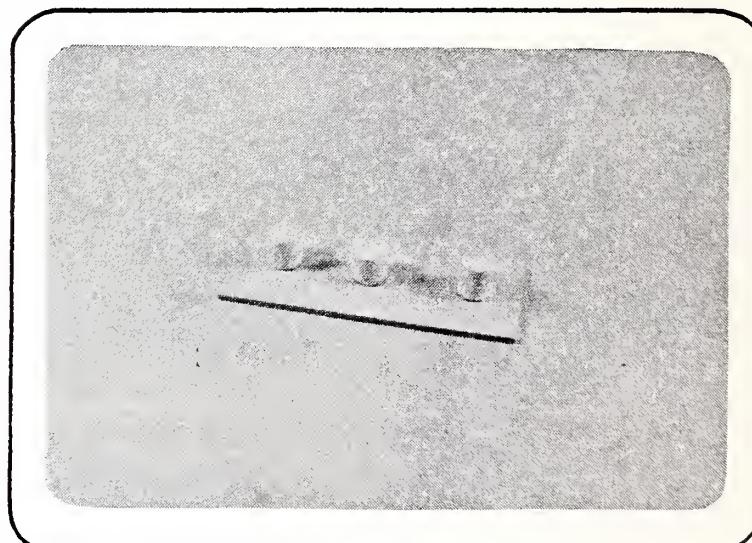
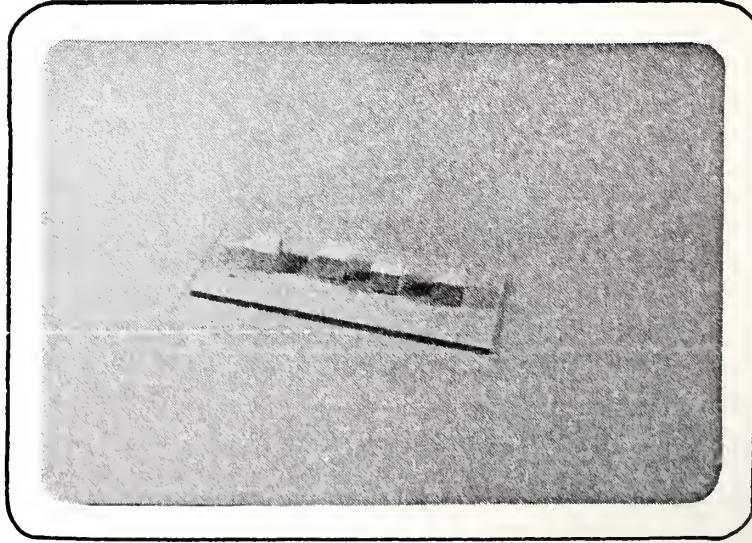


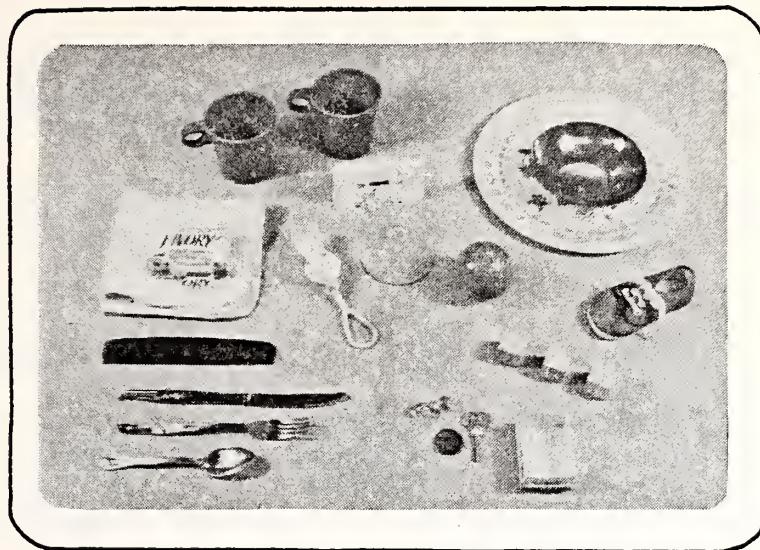
Plate XII

8" x 3" x 1/4" masonite board.

Begin on left side of board and mount  
four 1" x 1" x 1" wooden blocks.  
Space blocks evenly apart.



## SET II - LOOSE MATERIALS



2 cups	rattle	bowl, plate
1 texture disc	3 blocks	shoe
knife, fork, spoon	cassette tape with	ball
soap and washcloth	recorded song &	comb
box, button, 2 marbles, key	environmental sounds	

## SET III - ADDITIONAL MATERIALS



cassette tape recorder	pencil	articles of clothing:
fuzzy, stuffed animal	table	dress
apple	chair	shirt
banana		pants
cookie		coat
juice		socks
toy drum and beater		underpants
watch		mittens (or sweater in warm climate)
1 glass (made of glass)		baseball hat
floor (rug?)		

Level I (0-12 mos.)

RECEPTIVE

1. TAPPING GLASS WITH SPOON
2. RATTLE
3. DRUM BEATING
4. DOOR CLOSING
5. RESPONSES TO "HI", "WHAT'S YOUR NAME?", CHILD'S NAME, "BYE-BYE"

Materials: glass, rattle, drum, door, human voice

Procedure: Present indicated sound standing behind\* the child. Give the child 5 trials to respond, then proceed to the next item. Allow 5 seconds between trials.

Scoring: This environmental sampling is to elicit the sound response behavior of the subject. Place a + where indicated by subject's increase of bodily activity, localization toward sound, or change in facial expression.

No score as such is given. Information is recorded for further reference.

Administer items 1-5 prior to administering item #6 to all subjects being assessed for Level I. This is to insure sufficient assessment of subject's basic auditory receptive skills.

6. RESPONDS TO INHIBITING WORD

Materials: sound toys

Procedure: Place sound toy in front of child. Manipulate toy so that child is made aware of toy. Examiner or parent says "no-no" when subject reaches for toy. Subject is observed responding appropriately to "no-no" or other inhibiting words. Give subjects three trials.

Scoring: Record number of responses. 3/3 trials is passing. This behavior may be observed by examiner.

Score 1 point.

Fail (-): None of the above.

7. COMES WHEN CALLED

Materials: None

Procedure: Examiner to stand in front of subject and call subject by name. Give three trials at 5-second intervals.

\*Standing behind the subject is indicated in attempt to elicit as much sound response behavior as possible. Indicate left or right localization of body movements; i.e., direction of head turning.

Scoring: Record number of responses. 3/3 trials is passing. Subject passes item when active movement toward examiner or parent is response to name.

Score 1 point.

Fail (-): None of the above.

#### 8 - 11. FOLLOWS DIRECTIONS

Materials: ball, table

Procedure: 8. Examiner places ball on table in front of subject and asks subject, "Find the ball".  
9. "Give me the ball". (Return the ball to hand of subject.)  
10. "Put the ball on the table". (Again, return the ball to the hand of subject.)  
11. "Put the ball on the floor".

Scoring: 8. + Subject reaches and secures ball in hand.

9. + Subject attempts to hand or bring ball to examiner.

10. + Subject puts ball on table.

11. + Subject puts ball on floor.

Score 1 point for each correct response.

Fail (-): None of the above.

### Level I (0-12 mos.)

#### EXPRESSIVE

#### 1. SMILES, COOS AND/OR LAUGHS IN PLAY SITUATION

Materials: none

Procedure: Examiner or parent engages child in play situation. Toy or game can be used.

Scoring: + Subject smiles, coos, or laughs in response to play situation initiated by examiner or parent. This is to be directly observed.

Score 1 point.

Fail (-): None of the above.

#### 2. VARIATION IN TONE, INFLECTIONS, OR RHYTHM OF VOICE

Materials: none

Procedure: Examiner or parent initiates vocal play. Subject must be in close proximity to initiator of vocalizations. Subject may be observed in vocal play independently without stimulation provided by examiner or parent.

Scoring: + Subject is observed in vocal play. Variation in subject's tone, inflections, or rhythm of vocal productions must be made. This is not to include crying.

Score 1 point.

Fail (-): None of the above.

### 3. VOCALIZES IN PROTEST IN ORDER TO REGAIN AN OBJECT

Materials: Child's own toy or stuffed animal from RELA kit, human voice.

Procedure: Examiner gives toy to child. Wait 5 seconds. Take toy away from child. Give two more presentations.

Scoring: Record number of responses. 3/3 trials. + Subject vocalizes that the toy is wanted. Crying, whining, or screaming behaviors are appropriate responses. (Laughing behavior is appropriate if it appears that subject is playing a game with examiner and makes an attempt to retrieve toy.)

Score 1 point.

Fail (-): None of the above.

### 4 - 6. IMITATES VOCAL SOUNDS

Materials: none

Procedure: 4. Examiner vocalizes "ah ah" at 60-second intervals.

5. Examiner vocalizes "MMMMM" at 60-second intervals.

6. Examiner vocalizes clucking.

Scoring: 4. +Subject produces "AH AH". Examiner must clearly identify the vocal production.  
5. +Subject produces "MMMMM". Examiner must clearly identify the vocal production.  
6. +Subject produces clucking phenomenon. Examiner must clearly identify the vocal production.

Score 1 point for correct response.

Fail (-): None of the above.

### 7. BABBLING

Materials: none

Procedure: Examiner may verbalize to subject; however, subject can be left with select toys to play independently.

Scoring: + Examiner observes subject babbling for a period of time. This must be directly observed. Parent report is not accepted.

Score 1 point.

Fail (-): None of the above.

## 8 - 9. VOCABULARY LIST

Materials: none

Procedure: Examiner to record any verbalizations made by subject that may approximate a word.

Scoring: + Subject has 2 vocal productions that approximate specific words that have consistent meaning. Parent may indicate frequency of the verbal production. Examiner recordings of productions should be as phonetically accurate as possible so that the examiner may be able to reproduce the verbalization back to the subject.

Score 1 point for each response up to 2 words.

Fail (-): None of the above.

## 10. CHILD IMITATES WITH GESTURE

Materials: none

Procedure: Demonstrate hand clapping. Say to child, "Clap your hands". Passively clap hands of subject. Say to child, "Clap your hands", and observe response.

Scoring: + Subject claps hands on request.

Score 1 point.

Fail (-): None of the above.

Level II (1-2 yrs.)

## RECEPTIVE

### 1. GIVES OBJECT ON REQUEST

Materials: cup, ball, block

Procedure: Examiner to place 2 objects so they appear from left to right on the table in front of the subject. Remove objects after each presentation. Return subject's hand to lap. Pause five seconds between each test question.  
a. Place cup and ball. Examiner asks subject, "Give me the cup".  
b. Place block and ball. Examiner asks subject, "Give me the ball".  
c. Place cup and block. Examiner asks subject, "Give me the block".

Scoring: a. + Subject gives cup to examiner.  
b. + Subject gives ball to examiner.  
c. + Subject gives block to examiner.

3 of 3 is passing. Score 1 point.

Fail (-): None of the above.

2. IDENTIFIES ONE BODY PART

Materials: none

Procedure: Examiner to ask subject to "touch your ...," "where is your ....," point to a named body part. Subject may be able to indicate by gesture all of the listed body parts. Only one correct response is needed at this level for passing.

Scoring: Record + for each body part subject indicates by gesture.

Score 1 point if one body part is correctly indicated.  
Fail (-): None of the above.

3. IDENTIFIES COMMON OBJECTS

Materials: Plate I

Procedure: Examiner places Plate I on the table in front of subject. Take subject's hands over the Plate so that the objects on Plate I are tactually explored. Plate I should be placed so that the shoe is on the subject's left.

Pause 5 seconds between questions. Return subject's hands to lap between each presentation. Complete all 3 presentations.

Ask subject: a. "Find the cup".  
b. "Find the spoon".  
c. "Find the shoe".

Scoring: a. + Subject finds cup on Plate I and tactually fixates on the object.  
b. + Subject finds spoon on Plate I and tactually fixates on the object.  
c. + Subject finds shoe on Plate I and tactually fixates on the object.

1 of 3 is passing. Score 1 point.  
Fail (-): None of the above.

4. AUDITORILY ATTENDS TO SONG ON CASSETTE TAPE

Materials: cassette tape, cassette recorder

Procedure: Subject is asked to listen to a song that will be played.

Scoring: Examiner records amount of time subject auditorily attends to tape.

Any attending period is passing. Score 1 point.  
Fail (-): None of the above.

5 - 6. DIFFERENTIATION BETWEEN YOU AND ME

Materials: 2 blocks

Procedure: Examiner places two blocks on table in front of subject.  
Examiner asks subject:

5. "Find a block for me".
6. "Find a block for you".

Scoring: 5. + Subject reaches and secures block in hand. Then subject attempts to hand or bring block to examiner.  
6. + Subject reaches and secures block in hand.

Score 1 point for correct response.  
Fail (-): None of the above.

## 7. RESPONDS TO QUANTITATIVE TASK

Materials: 3 blocks

Procedure: Examiner places three blocks on table in front of subject and asks subject:

- a. "Give me a block". Pause.
- b. "Give me another". Pause.
- c. "Give me more".

Scoring: a. + Subject reaches and secures block in hand, then gives it to examiner.  
b. + Subject finds another block and gives it to examiner.  
c. + Subject finds last block and gives it to examiner.

3 of 3 is passing. Score 1 point.  
Fail (-): None of the above.

## 8 - 11. AUDITORY RECOGNITION OF OBJECTS

Materials: Plates I - IV.

Procedure: Examiner places Plate I on table in front of subject. Take subject's hands over the Plate so that objects on each Plate are tactually explored. Pause 15 seconds between questions and return subject's hands to lap between each presentation.

8. Plate I should be placed so that the shoe is on the subject's left. Examiner to ask subject (Plate I):

- a. "Find the cup".
- b. "Find the spoon".
- c. "Find the shoe".

9. Plate II should be placed so that the ball is on the subject's left. Examiner to ask subject:

- a. "Find the ball".
- b. "Find the fork".
- c. "Find the plate".

10. Plate III should be placed so that the glass is on the subject's left. Examiner to ask subject:

- a. "Find the comb".
- b. "Find the toothbrush".
- c. "Find the glass".

11. Plate IV should be placed so that the block is on the subject's left. Examiner to ask subject:

- a. "Find the toothpaste".
- b. "Find the washcloth".
- c. "Find the block".

Scoring: + Response for each object subject finds on Plates I - IV.  
1 object per Plate must be identified for passing. Score 1 point for each Plate.

- Record number of correct responses.  
Fail (-): None of the above.

12. APPROPRIATELY DEMONSTRATES ACTIONS

Materials: none

Procedure: Subject seated in chair. Examiner to ask subject:

- a. "Please stand up". Pause.
- b. "Please jump". Pause.
- c. "Please run". Pause.
- d. "Please sit down". Pause.

Scoring: + for each correct demonstration of an action made by subject in response to examiner's request.

2 of 4 is passing. Score 1 point.  
Fail (-): None of the above demonstrated.

Level II (1-2 yrs.)

EXPRESSIVE

1. OBSERVABLE JARGON AND VARIED VOCAL INFLECTION DURING FREE PLAY

Materials: none

Procedure: Examiner to observe subject in play situation.

Scoring: + Subject is observed vocalizing. Vocal behavior is characterized by jargon and the presence of varied inflections.

Score 1 point.  
Fail (-): None of the above.

## 2. INTELLIGIBLE WORDS DURING PLAY

Materials: none

Procedure: Examiner to observe subject in play situation.

Scoring: + Subject is observed using understandable speech and language in play situation. Verbal responses are approximations of words and are recognized in usage.

Score 1 point.

Fail (-): None of the above.

## 3. VOCAL RESPONSE TO RHYTHM AND MUSIC ON CASSETTE TAPE

Materials: cassette tape, cassette recorder

Procedure: Examiner observes subject while listening to recording of music on cassette tape.

Scoring: + Subject vocalizes in response to the rhythm and music on cassette tape.

Score 1 point.

Fail (-): None of the above.

## 4. VERBALIZES SOCIAL RESPONSES

Materials: none

Procedure: Examiner observes subject in testing session with a teacher or parent. Examiner does not intentionally elicit social responses. Subject is observed and responses are spontaneous verbalizations in appropriate situations. Parent/teacher may be involved in a situation to demonstrate subject's ability. Imitation of a response is not scored as a correct response.

Scoring: + Subject elicits social response in appropriate situation.

4 of 6 is passing. Score 1 point.

Fail (-): None of the above.

## 5. VOCABULARY LIST

Materials: none

• Procedure: Examiner observes subject. Words that are used spontaneously are recorded as expressive vocabulary.

Scoring: Record ten responses.

10 is passing. Score 1 point.

Fail (-): Less than 10 responses.

6. CHILD VERBALIZES IMMEDIATE EXPERIENCES WHEN ENGAGED IN PLAY

Materials: none

Procedure: Examiner or parent engages subject in conversation while in a play situation.

Scoring: + Subject verbalizes during play. Responses are related to play experiences as they happen.

Score 1 point.

Fail (-): None of the above.

7. INCORPORATION OF 2-WORD PHRASES INTO SPONTANEOUS SPEECH

Materials: none

Procedure: Examiner observes subject's verbal behavior. Subject uses two words in spontaneous speech.

Scoring: + Subject demonstrates the ability to use two-word phrases in spontaneous speech.

Score 1 point.

Fail (-): None of the above.

8. VERBALIZES NEEDS

Materials: none

Procedure: Parent reports or examiner observes subject verbalize need for:

- a. water
- b. more
- c. potty

Scoring: a. + Subject asks for water or word approximating water, i.e., wawa.  
b. + Subject asks for more or word approximating more.  
c. + Subject asks to go potty or word approximating potty.

1 of 3 is passing. Score 1 point.

Fail (-): None of the above.

9 - 10. ECHOES OR IMITATES TWO DIFFERENT WORDS

Materials: none

Procedure: 9. Examiner or parent says to subject "mama". Asks subject to say "mama".

Pause.

10. Examiner or parent says to subject "ball". Asks subject to say "ball".

Scoring: 9. + Subject imitates word "mama".  
10. + Subject imitates word "ball".

Score 1 point for each correct response.  
Fail (-): None of the above.

Level III (2-3 yrs.)

RECEPTIVE

1. FINDS AND IDENTIFIES FIVE OBJECTS

Materials: Plates I-IV.

Procedure: Examiner places Plate I on table in front of subject. Take subject's hand over the Plate so that objects on each Plate are tactually explored. Pause 5 seconds between questions and return subject's hand to lap between each presentation.

Plate I should be placed so that the shoe is on the subject's left. Examiner to ask subject (Plate I):

- a. "Find the cup".
- b. "Find the spoon".
- c. "Find the shoe".

Plate II should be placed so that the ball is on the subject's left. Examiner to ask subject:

- a. "Find the ball".
- b. "Find the fork".
- c. "Find the plate".

Plate III should be placed so that the glass is on the subject's left. Examiner to ask subject:

- a. "Find the comb".
- b. "Find the toothbrush".
- c. "Find the glass".

Plate IV should be placed so that the block is on the subject's left. Examiner to ask subject:

- a. "Find the toothpaste".
- b. "Find the washcloth".
- c. "Find the block".

Scoring: + Response for each subject finds and identifies on Plates I-IV.

5 of 12 is passing. Score 1 point.  
Fail (-): None of the above.

## 2. POINTS TO THREE BODY PARTS

Materials: none

Procedure: Examiner to ask subject to "touch your ...," "Where is your ...," point to a named body part. Subject may be able to indicate by gesture all of the listed body parts. Only three responses are needed at this level.

Scoring: Record + for each body part subject indicates by gesture.

3 of 7 is passing. Score 1 point.

Fail (-): None of the above.

## 3. DEMONSTRATES UNDERSTANDING OF SIMPLE QUESTIONS BY GESTURE OR VERBAL RESPONSE

Materials: floor, table, chair

Procedure: Examiner asks subject:

- a. "Where is the floor?"
- b. "Where is the table?"
- c. "Where is the chair?"

Scoring: a. + Subject indicates location of the floor by gesture or verbal response.  
b. + Subject indicates location of the table by gesture or verbal response.  
c. + Subject indicates location of the chair by gesture or verbal response.

1 of 3 is passing. Score 1 point.

Fail (-): None of the above.

## 4 - 7. FOLLOWS DIRECTIONS

Materials: block, chair, table

Procedure: Examiner gives block to subject and asks:

- 4. "Take this block to (another person)." Examiner returns block to subject and asks:
- 5. "Put the block on the chair". Examiner asks subject:
- 6. "Bring the block back to me". Examiner returns block to subject and asks:
- 7. "Put the block on the table".

Scoring: 4. + Subject takes block to (another person).  
5. + Subject places block on the chair.  
6. + Subject returns block to examiner.  
7. + Subject places block on the table.

Score 1 point for each correct response.

Fail (-): None of the above.

8 - 12. CARRIES OUT INSTRUCTIONS WHICH DEMONSTRATE UNDERSTANDING OF PREPOSITIONS: ON, INTO, OUT OF, UP, AND DOWN.

Materials: block, box

Procedure: Examiner places block and box on table in front of subject. Subject is given time to explore and identify each object. Pause 15 seconds between test items. Examiner returns subject's hands to lap between items.

8. Examiner asks subject, "Put the block on the box". Examiner puts lid on box and places block next to box on table.
9. Examiner asks subject, "Put the block into the box".
10. Examiner asks subject, "Take the block out of the box". Examiner puts lid on box and places block next to box on table.
11. Examiner asks subject, "Hold the block up". Return block to table next to box.
12. Examiner asks subject, "Hold the block down".

Scoring:  
8. + Subject puts block on the box.  
9. + Subject puts block into the box.  
10. + Subject takes block out of the box.  
11. + Subject holds the block up.  
12. + Subject holds the block down.

Score 1 point for each correct response.  
Fail (-): None of the above.

### Level III (2-3 yrs.)

#### EXPRESSIVE

1. RESPONDS TO "WHAT IS YOUR NAME?"

Materials: none

Procedure: Examiner asks subject, "What is your name?"

Scoring: Examiner records subject's response. First and last name must be given.

Score 1 point.  
Fail (-): None of the above.

2. USES TWO-THREE WORD COMBINATIONS WHEN DESCRIBING ACTION

Materials: door

Procedure: Examiner knocks on the door and asks subject to tell about what happened. Examiner may lead subject by asking subject specifically:

- a. "What did you hear?"
- b. "What happened?"

Scoring: Examiner records subject's response.

Score 1 point.

Fail (-): None of the above.

### 3. CHILD NAMES OBJECTS FROM ENVIRONMENT

Materials: watch, table, chair, pencil, floor

Procedure: Examiner places object on the table in front of subject. Take subject's hands over the object so that subject is tactually familiar with each presented object. Remove object after each presentation. Return subject's hands to lap. Pause 5 seconds between each test question.

- a. Examiner places watch on table in front of subject and asks subject, "What is this?"
- b. Examiner places subject's hands on table and asks subject, "What is this?"
- c. Examiner places subject's hands on chair and asks subject, "What is this?"
- d. Examiner places pencil on table in front of subject and asks subject, "What is this?"
- e. Examiner places subject's hands on floor and asks subject, "What is this?"

Scoring:

- a. + Subject names object (watch).
- b. + Subject names object (table).
- c. + Subject names object (chair).
- d. + Subject names object (pencil).
- e. + Subject names object (floor).

4 of 5 is passing. Score 1 point.

Fail (-): None of the above.

### 4 - 5. PRONOUN USAGE

Materials: none

Procedure: 4. Examiner touches subject's foot and asks subject, "Whose foot is this?"

5. Examiner takes subject's hand, then touches examiner's foot and asks subject, "Whose foot is this?"

Scoring: 4. + Subject responds, "mine", "my foot".  
5. + Subject responds, "yours", "your foot".

Score 1 point for each correct response.  
Fail (-): None of the above.

## 6. NAMES FOODS

Materials: banana, cookie, apple, juice

Procedure: Examiner places each food item on table in front of subject. Present one object at a time to subject. Subject may tactually explore, smell, or eat food item. Pause appropriately between presentations.

- a. Examiner gives subject a banana and asks subject, "What is this?"
- b. Examiner gives subject a cookie and asks subject, "What is this?"
- c. Examiner gives subject an apple and asks subject, "What is this?"
- d. Examiner gives subject a glass of juice and asks subject, "What is this?"

Scoring: a. + Subject names food item (banana).  
b. + Subject names food item (cookie).  
c. + Subject names food item (apple).  
d. + Subject names food item (juice).

4 of 4 is passing. Score 1 point.  
Fail (-): None of the above.

## 7. ELICITATION OF BODY PARTS

Materials: none

Procedure: Examiner touches select body parts (a-g) of subject and asks subject, "Tell me, what is this?"

Scoring: a. + Subject names body part (hair).  
b. + Subject names body part (nose).  
c. + Subject names body part (mouth).  
d. + Subject names body part (eyes).  
e. + Subject names body part (ear).  
f. + Subject names body part (feet).  
g. + Subject names body part (hands).

1 of 7 is passing. Score 1 point.  
Fail (-): None of the above.

## 8 - 12. MEMORY FOR SENTENCES I (3-4 syllables).

Materials: none

Procedure: Examiner says to subject, "I am going to say some words. Listen, and then say what I say".

8. "Ready? Listen. Jack had a dog". Pause 5 seconds after each sentence.
9. "Ready? Listen. The dog was nice". Pause 5 seconds.
10. "Ready? Listen. He has a bone". Pause 5 seconds.
11. "Ready? Listen. His name is Rover". Pause 5 seconds.
12. "Ready? Listen. Rover likes to play". Pause 5 seconds.

Scoring: 8. + Subject repeats "Jack had a dog".  
9. + Subject repeats "The dog was nice".  
10. + Subject repeats "He has a bone".  
11. + Subject repeats "His name is Rover".  
12. + Subject repeats "Rover likes to play".

Score 1 point for each correct response, if intelligible; correct articulation is not necessary for passing.

Fail (-): None of the above.

#### Level IV (3-4 yrs.)

#### RECEPTIVE

#### 1 - 2. RESPONDS TO QUALITATIVE TASK

Materials: Plate V

Procedure: Examiner places Plate V on table in front of subject with large spoon to the subject's left. Take subject's hands over Plate for tactful familiarization of objects on Plate. Return subject's hands to lap between test questions. Examiner asks subject:

1. "Find the biggest spoon". Pause 5 seconds.
2. "Find the smallest spoon".

Scoring: 1. + Subject tactually fixates on largest soup spoon.  
2. + Subject tactually fixates on smallest baby spoon.

Score 1 point for each correct response.

Fail (-): None of the above.

#### 3 - 5. OBJECT DISCRIMINATION

Materials: ball, block, spoon, fork, soap, washcloth.

Procedure: Examiner places select objects on table in front of subject. Give subject opportunity to tactually explore each object prior to test question presentation. Pause 5 seconds between test questions. Return subject's hands to lap after familiarization process, then begin test questions.

3. Examiner says to subject, "There are two things on the table in front of you. Give me the ball".
4. Examiner says to subject, "There are two things on the table in front of you. Give me the fork".
5. Examiner says to subject, "There are two things on the table in front of you. Give me the soap".

Scoring: 3. + Subject reaches, secures, then hands examiner the ball.  
4. + Subject reaches, secures, then hands examiner the fork.  
5. + Subject reaches, secures, then hands examiner the soap.

Score 1 point for each correct response.

Fail (-): None of the above.

6 - 10. FOLLOWS INSTRUCTIONS WHICH DEMONSTRATE UNDERSTANDING OF INSIDE, BESIDE, BEHIND, IN FRONT OF, AND UNDER

Materials: block, box, table

Procedure: Examiner places box and block on table in front of subject. Subject is given time to explore and identify each object. Pause 5 seconds between test questions.

6. Examiner asks subject, "Put the block in front of the box". Examiner puts block next to box.
7. Examiner asks subject, "Put the block inside the box". Examiner puts lid on box and places block next to box on table.
8. Examiner asks subject, "Put the block under the table". Examiner puts block next to box on table.
9. Examiner asks subject, "Put the block beside the box".
10. Examiner asks subject, "Put the block behind the box".

Scoring: 6. + Subject puts block in front of box (block between subject and box).  
7. + Subject puts block inside the box.  
8. + Subject puts block under the box.  
9. + Subject leaves block beside the box.  
10. + Subject puts block behind the box (box between subject and block).

Score 1 point for each correct response.

Fail (-): None of the above.

Level IV (3-4 yrs.)

EXPRESSIVE

1 - 4. UNDERSTANDS FUNCTION

Materials: none

Procedure: Pause 5 seconds between test questions.

1. Examiner asks subject, "What do we use to fix our hair?"
2. Examiner asks subject, "What do we use to drink our milk?"
3. Examiner asks subject, "What goes on our foot?"
4. Examiner asks subject, "What do we use to sweep the floor?"

Scoring: 1. + Subject responds "comb", or "brush".

2. + Subject responds "glass", or "cup".

3. + Subject responds "sock", "shoe", "boot" or "slipper".

4. + Subject responds "broom", "sweeper", or "vacuum cleaner".

Score 1 point for each correct response.

Fail (-): None of the above.

5. DIGIT SPAN I

Materials: none

Procedure: Examiner says to subject, "I am going to say some numbers. Listen and say what I say. Ready? Listen".

Practice response: "Ready? Listen. 2 - 4".

Examiner to say numbers at 1-second intervals.

- a. "I am going to say some numbers. Listen and say what I say. Ready? Listen. 4 - 7".
- b. "I am going to say some numbers. Listen and say what I say. Ready? Listen. 5 - 8".
- c. "I am going to say some numbers. Listen and say what I say. Ready? Listen. 3 - 9".

Scoring: a. + Subject repeats 4 - 7.  
b. + Subject repeats 5 - 8.  
c. + Subject repeats 3 - 9.

1 of 3 is passing. Score 1 point.

Fail (-): None of the above.

6 - 7. NAMES ENVIRONMENTAL SOUNDS

Materials: cassette tape and tape player.

Procedure: Examiner says to subject, "You will now hear a tape with some sounds. Ready? Listen".

Examiner begins tape at point of environmental sounds. Subject will receive more directions from cassette tape recording. After each sound presentation, examiner stops cassette tape and says to subject, "Tell me, what did you hear?"

6. Telephone ring. Examiner asks subject, "Tell me, what did you hear?" Pause. "Now listen again".
7. Car horn. Examiner asks subject, "Tell me, what did you hear?" Pause. "Now listen again".
8. Doorbell. Examiner asks subject, "Tell me, what did you hear?" Pause. "Now listen again".
9. Piano. Examiner asks subject, "Tell me, what did you hear?" Pause. "Now listen again".
10. Baby crying. Examiner asks subject, "Tell me what did you hear?" Pause. "Now listen again".
11. Toilet flushing. Examiner asks subject, "Tell me, what did you hear?" Pause. "Now listen again".
12. Dog barking. Examiner asks subject, "Tell me, what did you hear?" Pause. "Now listen again".
13. Cat meowing. Examiner asks subject, "Tell me, what did you hear?" Pause. "Now listen again".
14. Door slamming. Examiner asks subject, "Tell me, what did you hear?" Pause. "Now listen again".
15. Faucet running. Examiner asks subject, "Tell me, what did you hear?" Pause. "Now listen again".

Scoring:

6. + Subject responds telephone, telephone ringing.
7. + Subject responds car, horn, car horn.
8. + Subject responds doorbell.
9. + Subject responds piano, music.
10. + Subject responds baby, baby crying, crying.
11. + Subject responds toilet, flushing, toilet flushing.
12. + Subject responds dog barking, dog, barking, puppy.
13. + Subject responds cat meow, cat, meow, kitty.
14. + Subject responds door slam, door, door closing, door closed.
15. + Subject responds faucet running, faucet, water on, water running.

Score 1 point for each correct response.

Fail (-): None of the above.

16 - 18. MEMORY FOR SENTENCES II (6-7 syllables)

Materials: none

Procedure: Examiner says to subject, "I am going to say some words.

and then say what I say. Ready? Listen".

16. "I have a little dog". Pause 5-second interval after each sentence.
17. "Ready? Listen. The dogs run after the cat". Pause 5 seconds.
18. "Ready? Listen. I like to play in the water". Pause 5 seconds.

Scoring: 16. + Subject repeats "I have a little dog".  
17. + Subject repeats "The dogs run after the cat".  
18. + Subject repeats "I like to play in the water".

Score 1 point for each correct response if intelligible; correct articulation is not necessary for passing.  
Fail (-): None of the above.

#### 19 - 20. DESCRIBES TEXTURES

Materials: texture disc

Procedure: Examiner places texture disc on table in front of subject.

19. Rough side up. Examiner takes subject's hands over rough surface and says to subject, "How does this feel when you rub it?" Touch, or feel it are alternative vocabulary for rub.
20. Smooth side up. Examiner takes subject's hands over smooth surface and says to subject, "How does this feel when you rub it?"

Scoring: 19. + Subject responds rough, scratchy, sandpaper.  
20. + Subject responds smooth.

Score 1 point for each correct response.  
Fail (-): None of the above.

#### 21. INCORPORATION OF THREE TO FOUR WORD PHRASES INTO SPONTANEOUS SPEECH

Materials: none

Procedure: Examiner observes subject's verbal behavior. Subject uses three to four words in spontaneous speech.

Scoring: + Subject demonstrates the ability to use three to four word phrases in spontaneous speech.

Score 1 point.  
Fail (-): None of the above.

#### 22. INCORPORATES PLURALS IN RESPONSES

Materials: blocks, cups, marbles

Procedure: a. Examiner places a block on the table in front of subject and says, "Here is a block". Give subject opportunity to

tactually explore each object. Place another block on the table in front of the subject and say, "Here is another block. Now, we have two \_\_\_\_\_".

- b. Examiner places a cup on the table in front of the subject and says, "Here is a cup". Place another cup on the table in front of the subject and say, "Here is another cup. Now, we have two \_\_\_\_\_".
- c. Examiner places a marble on the table in front of the subject and says, "Here is a marble". Place another marble on the table in front of the subject and say, "Here is another marble. Now, we have two \_\_\_\_\_".

Scoring: a. + Subject responds "blocks".  
b. + Subject responds "cups".  
c. + Subject responds "marbles".

2 of 3 is passing. Score 1 point.

Fail (-): None of the above.

### 23. ELICITATION OF BODY PARTS

Materials: none

Procedure: Examiner touches select body parts (a-e) of subject and asks subject, "Tell me, what is this?"

Scoring: a. + Subject names body part (head).  
b. + Subject names body part (tongue).  
c. + Subject names body part (lips).  
d. + Subject names body part (finger).  
e. + Subject names body part (teeth).

4 of 5 is passing. Score 1 point.

Fail (-): None of the above.

### 24. NAMES ARTICLES OF CLOTHING

Materials: dress, shirt, pants, coat, socks, underpants, mitten, shoe (sweater may be substituted for mittens in climate areas where mittens are not worn).

Procedure: Examiner places articles of clothing (a-h) on table in front of subject. Gives subject opportunity to tactually explore each article. Examiner says to subject, "What is this?" Pause 15 seconds between each item presentation.

Scoring: a. + Subject responds dress, jumper.  
b. + Subject responds shirt, blouse.  
c. + Subject responds pants, jeans.  
d. + Subject responds coat, jacket.  
e. + Subject responds socks.  
f. + Subject responds underpants, underwear.  
g. + Subject responds mitten (or sweater).  
h. + Subject responds shoe.

7 of 8 is passing. Score 1 point.

Fail (-): None of the above.

Level V (4-5 yrs.)

RECEPTIVE

1 - 4. RESPONDS TO QUALITATIVE TASK

Materials: Plate VI, Plate VII

Procedure: Examiner places Plates VI and VII respectively on table in front of subject. Examiner takes subject's hands over the Plate so that the objects on each Plate are tactually explored.

1. Examiner places Plate VI horizontally so that longest stick is at the bottom of the Plate.

Trial 1: Examiner asks subject, "Which stick is longer?"  
Pause 5 seconds. Rotate Plate VI 90° counterclockwise.

Trial 2: Examiner asks subject, "Which stick is longer?"  
Pause 5 seconds. Rotate Plate VI 90° counterclockwise.

Trial 3: Examiner asks subject, "Which stick is longer?"

2. Examiner places Plate VI horizontally so that longest stick is at the bottom of the Plate.

Trial 1: Examiner asks subject, "Which stick is shorter?"  
Pause 5 seconds. Rotate Plate VI 90° counterclockwise.

Trial 2: Examiner asks subject, "Which stick is shorter?"  
Pause 5 seconds. Rotate Plate VI 90° counterclockwise.

Trial 3: Examiner asks subject, "Which stick is shorter?"

3. Examiner places Plate VII horizontally so that the largest block is on the subject's left.

Trial 1: Examiner asks subject, "Which block is bigger?"  
Pause 5 seconds. Rotate Plate VII 90° counterclockwise.

Trial 2: Examiner asks subject, "Which block is bigger?"  
Pause 5 seconds. Rotate Plate VII 90° counterclockwise.

Trial 3: Examiner asks subject, "Which block is bigger?"

4. Examiner places Plate VII horizontally so that the largest block is on the subject's left.

Trial 1: Examiner asks subject, "Which block is smaller?"  
Pause 5 seconds. Rotate Plate VII 90° counterclockwise.

Trial 2: Examiner asks subject, "Which block is smaller?"  
Pause 5 seconds. Rotate Plate VII 90° counterclockwise.

Trial 3: Examiner asks subject, "Which block is smaller?"

Examiner records correct response.

Scoring: 1. + Subject tactually fixates on longest stick.  
2. + Subject tactually fixates on shortest stick.  
3. + Subject tactually fixates on biggest block.  
4. + Subject tactually fixates on smallest block.

2 of 3 trials is passing for each test question. Score 1 point for each correct response.

Fail (-): None of the above.

#### 5 - 6. DISCRIMINATES BETWEEN ACTIVITY AND ITS SEQUENCE

Materials: none

Procedure: 5. Examiner asks subject, "When do you go to bed?" Pause 5 seconds between test questions.  
6. Examiner asks subject, "When do you eat breakfast?"

Scoring: 5. + Subject responds: at night, when it is dark, or at \_\_\_\_ o'clock.  
6. + Subject responds: in the morning, when I get up, before I go to school, or at \_\_\_\_ o'clock.

Score 1 point for each correct response.

Fail (-): None of the above.

#### 7 - 8. CLASSIFICATION

Materials: apple, banana, mitten (or sweater), ball, shoe, block, sock.

Procedure: 7. Examiner places apple, banana, mitten (or sweater), and ball on table in front of subject. Give subject opportunity to tactually explore each object. Examiner asks subject, "Give me the things we eat". Pause 5 seconds.  
8. Examiner places banana, shoe, block, and sock on table in front of subject. Give subject opportunity to tactually explore each object. Examiner asks subject, "Give me the things we wear".

Scoring: 7. + Subject reaches, secures, and hands to examiner apple, banana.  
8. + Subject reaches, secures, and hands to examiner shoe, sock.

2 is passing for each test question. Score 1 point for each correct response.

Fail (-): None of the above.

Level V (4-6 yrs.)

#### EXPRESSIVE

#### 1. COMPREHENDS AND FINDS REASONS I

Materials: none

Procedure: Pause 5 seconds between test questions. Examiner asks subject:

- a. "What do you do when you are hungry?"
- b. "What do you do when you are sleepy?"
- c. "What do you do when you are cold?"

Scoring: a. + Subject responds "eat".  
b. + Subject responds "sleep", "go to bed", "take a nap".  
c. + Subject responds indicating attempt to get warm.

2 of 3 is passing. Score 1 point.

Fail (-): None of the above.

## 2. DIGIT SPAN II

Materials: none

Procedure: Examiner says to subject, "I am going to say some numbers. Listen and say what I say. Ready? Listen".

Practice response: "Ready. Listen. 4 - 3 - 2".

Examiner to say numbers at 1-second intervals.

- a. "I am going to say some numbers. Listen and say what I say. Ready? Listen. 1 - 4 - 9".
- b. "I am going to say some numbers. Listen and say what I say. Ready? Listen. 2 - 5 - 3".
- c. "I am going to say some numbers. Listen and say what I say. Ready? Listen. 9 - 6 - 1".

Scoring: a. + Subject repeats 1 - 4 - 9.

b. + Subject repeats 2 - 5 - 3.

c. + Subject repeats 9 - 6 - 1.

1 of 3 is passing. Score 1 point.

Fail (-): None of the above.

## 3. SEX DISCRIMINATION

Materials: none

Procedure: Male subject. Examiner asks subject, "Are you a boy or a girl?"  
Female subject. Examiner asks subject, "Are you a girl or a boy?"

Scoring: + Subject responds appropriately.

Score 1 point.

Fail (-): None of the above.

## 4. SYNTHESIS OF FUNCTION

Materials: none

Procedure: Pause 5 seconds between test questions. Examiner asks subject:

- a. "Why do we have houses?"
- b. "Why do we have cars?"

Scoring: a. + Subject's response indicates the place to live.  
b. + Subject's response indicates a means of transportation.

1 or 2 is passing. Score 1 point.

Fail (-): None of the above.

#### 5 - 16. NAMES OBJECTS

Materials: watch, fork, spoon, ball, key, cup, knife, plate, glass, hat  
block, bowl

Procedure: Examiner places select object on table in front of subject. Give subject opportunity to tactually explore each object prior to test question presentation. Pause 5 seconds between test questions. Return subject's hands to lap after familiarization process, then begin.

a-1: Examiner says to subject, "Can you tell me what this is?"

Scoring: 5. + Subject responds watch.  
6. + Subject responds fork.  
7. + Subject responds spoon.  
8. + Subject responds ball.  
9. + Subject responds key.  
10. + Subject responds cup.  
11. + Subject responds knife.  
12. + Subject responds plate.  
13. + Subject responds glass.  
14. + Subject responds hat.  
15. + Subject responds block.  
16. + Subject responds bowl.

Score 1 point for each correct response.

Fail (-): None of the above.

Level VI (5-6 yrs.)

### RECEPTIVE

#### 1 - 2. CHILD DEMONSTRATES BY USE OF SYNTACTICAL AGREEMENT THE CONCEPTS OF PAST AND FUTURE

Materials: none

Procedure: Pause 5 seconds between test questions. Examiner asks subject:

1. "What did you do yesterday?"
2. "What will you do tomorrow?"

Scoring: 1. + Subject's response incorporates past tense.  
2. + Subject's response incorporates future tense.

Score 1 point for each correct response.

Fail (-): None of the above.

3 - 7. FOLLOW INSTRUCTIONS WHICH DEMONSTRATES UNDERSTANDING OF BETWEEN, BEHIND, BESIDE ABOVE AND TOWARD

Materials: Plate VIII, loose button,  $\frac{1}{4}$  inch dowel

Procedure: Examiner places Plate VIII on table in front of subject. Takes subject's hands over Plate so that the Plate is tactually explored. Pause 5 seconds between each test question.

3. Examiner hands dowel to subject and tells subject, "Put the stick between the blocks".
4. Examiner takes dowel from subject, gives subject button. Examiner tells subject, "Put the button behind the blocks".
5. Examiner tells subject, "Put the button beside the blocks".
6. Examiner takes button from subject, gives subject dowel. Examiner tells subject, "Hold the stick above the blocks".
7. Examiner takes dowel from subject, gives subject button. Examiner tells subject, "Move the button toward the blocks".

Scoring:

3. + Subject puts dowel between blocks on Plate.
4. + Subject places button so that Plate is between subject and button.
5. + Subject places button either to the left or right of Plate.
6. + Subject holds dowel over Plate.
7. + Subject moves button toward Plate.

Score 1 point for each correct response.

Fail (-): None of the above.

8 - 11. GIVES OPPOSITES FOR SELECTED WORDS

Materials: none

Procedure:

8. Examiner says to subject, "Daddy is a man, Mama is a \_\_\_\_".  
Pause 5 seconds between test questions.
9. Examiner says to subject, "The stove is hot, ice cubes are \_\_\_\_".
10. Examiner says to subject, "A baby is little, a man is \_\_\_\_".
11. Examiner says to subject, "Tricycles go slow, cars go \_\_\_\_".

Scoring:

8. + Subject responds girl, lady, woman.
9. + Subject responds cold.
10. + Subject responds big.
11. + Subject responds fast.

Score 1 point for each correct response.  
Fail (-): None of the above.

#### 12 - 15. COMPREHENSION OF NUMBERS 2 AND 3

Materials: Plates VIII, IX, X, and XI

Procedure: Place appropriate Plate on table in front of subject. Take subject's hands over Plate so that Plate is tactually explored. Pause 5 seconds between each test question.

12. Plate VIII. Examiner asks subject, "How many blocks do you feel on the board?"
13. Plate IX. Examiner asks subject, "How many cylinders do you feel?" (Use any label familiar to the child; i.e.; cylinders, beads, etc.)
14. Plate X. Examiner asks subject, "How many blocks do you feel on the board?"
15. Plate XI. Examiner asks subject, "How many cylinders do you feel?" (Use any label familiar to the child; i.e.; cylinders, beads, etc.)

Scoring:  
12. + Subject responds 2.  
13. + Subject responds 2.  
14. + Subject responds 3.  
15. + Subject responds 3.

Score 1 point for each correct response.  
Fail (-): None of the above.

#### 16 - 17. COMPOSITION

Materials: none

Procedure: Examiner says to subject, "I am going to say part of a sentence. I want you to tell me what these things are made of and to finish the sentence. Pause 5 seconds between test questions.

16. Examiner says to subject, "Shirts are made of \_\_\_\_".
17. Examiner says to subject, "The ground is made of \_\_\_\_".

Scoring:  
16. + Subject responds: Material, cloth, cotton, or other specific fabric.  
17. + Subject responds: dirt, grass, cement, asphalt, rock.

Score 1 point for each correct response.  
Fail (-): None of the above.

#### 18 - 24. UNDERSTANDS FUNCTION

Materials: none

Procedure: Examiner says to subject, "I am going to say part of a sentence. I want you to finish the sentence for me. Ready? Listen".

18. "We wash our hands with \_\_\_\_".
19. "We cut meat with \_\_\_\_".
20. "We eat at the \_\_\_\_".
21. "We brush our teeth with \_\_\_\_".
22. "We swim in \_\_\_\_".
23. "We put two things together with \_\_\_\_".
24. "We read stories from \_\_\_\_".

Scoring:

18. + Subject responds soap, water.
19. + Subject responds knife.
20. + Subject responds table.
21. + Subject responds toothbrush, toothpaste, water.
22. + Subject responds swimming pool, water.
23. + Subject responds glue, paste, string, snaps, our hands, buttons.
24. + Subject responds books, records, tapes.

Score 1 point for each correct response.

Fail (-): None of the above.

#### Level VI (5-6 yrs.)

#### EXPRESSIVE

#### 1 - 3. COMPREHENDS AND FINDS REASONS II

Materials: none

Procedure: Pause 5 seconds between test questions. Examiner asks subject:

1. "Why do we have legs?"
2. "What do you do when you fall down and hurt yourself?"
3. "What do you do when you can't find your mother?"

Scoring:

1. + Subject's response indicates understanding of foot-leg-body physical connection; facilitates support, walking, running.
2. + Subject's response indicates cause-effect of pain, crying, call for help, relate experience to parent.
3. + Subject's response indicates need to tell someone, attempt to look, or call.

Score 1 point for each correct response.

Fail (-): None of the above.

#### 4 - 9. DEFINES WORDS IN TERMS OF FUNCTION

Materials: none

Procedure: Pause 5 seconds between test questions. Examiner asks subject:

4. "What do we do with a hat?"
5. "What do we do with a cup?"
6. "What do we do with a chair?"
7. "What do we do with a bed?"
8. "What do we do with a house?"
9. "What do we do with a spoon?"

Scoring: 4. + Subject responds wear it, put it on my head.  
5. + Subject responds drink out of it.  
6. + Subject responds sit on it.  
7. + Subject responds sleep in it.  
8. + Subject responds live in it.  
9. + Subject responds eat with it.

Score 1 point for each correct response.  
Fail (-): None of the above.

#### 10 - 11. DESCRIBES ITEMS

Materials: stuffed animal, marble inside box

Procedure: 10. Examiner gives subject fuzzy, stuffed animal and says to subject, "Tell me all you can about this".  
11. Examiner gives subject box with marble inside and says to subject, "Tell me all you can about this".

Scoring: 10. + Subject identifies object and describes how it feels, features, parts, etc.  
11. + Subject identifies 1 object and describes characteristics of both objects.

Score 1 point for each correct response.  
Fail (-): None of the above.

#### 12 - 14. MEMORY FOR SENTENCES III (16-18 syllables)

Materials: none

Procedure: Examiner says to subject, "I am going to say some words. Listen and then say what I say".

12. "Ready? Listen. We are having a fine time. We found a little mouse in the trap". Pause 5-second interval after each sentence.
13. "Ready? Listen. Walter had a fine time on his vacation. He played in the sand every day". Pause 5 seconds.
14. "Ready? Listen. We will go out for a long walk. Please give me my pretty straw hat".

Scoring: + Subject repeats each sentence.

Score 1 point for each correct response if intelligible; correct articulation is not necessary for passing.  
Fail (-): None of the above.

## 5. DIGIT SPAN III

Materials: none

Procedure: Examiner says to subject, "I am going to say some numbers. Listen and say what I say".

Practice response: "Ready? Listen. 3 - 4 - 2 - 6".

Examiner to say numbers at 1-second intervals.

- a. "I am going to say some numbers. Listen and say what I say. Ready? Listen. 7 - 2 - 8 - 1".
- b. "I am going to say some numbers. Listen and say what I say. Ready? Listen. 2 - 1 - 6 - 4".
- c. "I am going to say some numbers. Listen and say what I say. Ready? Listen. 6 - 5 - 9 - 8".

Scoring:  
a. + Subject repeats 7 - 2 - 8 - 1.  
b. + Subject repeats 2 - 1 - 6 - 4.  
c. + Subject repeats 6 - 5 - 9 - 8.

1 of 3 is passing. Score 1 point.

Fail (-): None of the above.

## 6. COMPREHENSION OF NUMBER 4

Materials: Plate XII

Procedure: Place Plate XII on table in front of subject. Take subject's hands over Plate so that Plate is tactually explored.

Examiner asks subject, "How many blocks do you feel on the board?"

Scoring: + Subject response is 4.

Score 1 point.

Fail (-): None of the above.

## BIBLIOGRAPHY

Bangs, Tina E. Language and Learning Disorders of the Pre-Academic Child. New York: Meredith Corp., 1968.

Brown, R. A First Language: The Early Stage. Cambridge, Massachusetts: Harvard University Press, 1973.

Chase, J.B. "Developmental Assessment of Handicapped Infants and Young Children: With Special Attention to the Visually Impaired". The New Outlook for the Blind. 69(8), pp. 341-349, October, 1975.

Cutsforth, T. D. "An Analysis of the Relationship Between Factual and Visual Perception". Research Bulletin 12: 23-47, 1966.

Doll, E. Vineland Social Maturity Scale. Minnesota: Circle Press, American Guidance Service, Inc., 1947.

Gesell, Arnold. The First Five Years of Life. New York: Harper and Brothers, 1940.

Gesell, Arnold, et al. Gesell Developmental Schedules. New York: The Psychological Corp., 1966.

Laney, Mary D. Laney Assessment of Language Development.

Lowenfeld, B. Our Blind Children: Growing and Learning with Them. Springfield, Ill.: C.C. Thomas, Pub., 1971.

Lee, Laura L. "Developmental Sentence Types: A Method for Comparing Normal and Deviant Syntactic Development". Journal of Speech and Hearing Disorders. November, 1966, Vol. 31, No. 4.

Maxfield, K. E., and Buchholz, S. A. A Social Maturity Scale for Blind Children. New York: American Foundation for the Blind, 1957.

Mecham, M. J. Verbal Language Development Scale. Springfield, Illinois: Educational Test Bureau, 1959.

Zimmerman, I.: Steiner, V.: Evatt, R. Preschool Language Scales. Columbus, Ohio: Charles Merrill Publishing Co., 1969.



BF431 Anderson, Gloria M. c.1  
An23 and Annette M. Smith.  
MANUAL FOR THE ADMINISTRATION  
OF THE R.E.L.A. ...

(1979)

Date Due

*Reference Copy*

AMERICAN FOUNDATION FOR THE BLIND  
15 WEST 16th STREET  
NEW YORK, N.Y. 10011

